



Utilization of Canva Infographics to Improve Learning Outcomes of Procedure Texts

Titin Mariani^{1*}, M. Joharis Lubis², Surya Masniari Hutagalung³

State University of Medan, Indonesia¹

State University of Medan, Indonesia²

State University of Medan, Indonesia³

Corresponding Email: titinmariani85@gmail.com*

Received: 04-11-2024

Reviewed: 20-11-2024

Accepted: 05-12-2024

Abstract

This article describes improving students' procedure text learning outcomes using Canva infographics. The research method used is descriptive quantitative. This research uses instruments like pre-test and post-test with 20 questions. The numerical data will be discussed in detail by describing the research variables. The research subjects were 25 seventh-grade junior high school students. This study obtained the following results: there was an increase in student learning outcomes in learning procedure text before and after using Canva infographics. Students completed the pretest with an overall average score of 66.5, increasing to 75.1 for the posttest average score. There was an increase in pre-test classical completeness from 44% to 80% compared to the post-test classical completeness score.

Keywords: Infographics, Canva, Learning Outcomes, Procedure Texts

Introduction

The rapid development of technological progress today requires innovation and creativity in education. The implementation process, especially teaching and learning activities, requires innovations that can be used by educators and students (Lee & Yoo, 2023). The process of adapting to technological advances is a fundamental thing that educators consider to continue to innovate to continue developing students' skills in the 21st century. Some skills that can be developed are the ability to access information, realize active class participation, think critically and creatively, and have good communication skills. In addition, educators must also continue to be able to foster student motivation and interest in the learning process (Harjono et al., 2019).

According to Alfian et al. (2022), any educational institution's success depends on the quality of the teaching and learning process and the means used to convey information to students to encourage the development of their critical reasoning and general knowledge. Learning is a very important obligation for students because frequent learning makes students

good at academics, non-academics, creative, innovative, and have good attitudes and behavior (Handayani & Subakti, 2020).

Mahardika et al. (2021) argue that technological and information advances are running at a very high speed in this era of globalization. There is now an inseparable link between technology and its impact on education. As a result of the highly advanced globalization that already exists, the education sector adapts to technological change to improve the quality of education (Mansur & Rafiudin, 2020). In line with this, Prihanto & Hawanti (2021) said that information systems and information technology that can become the backbone of the education field are needed to see a significant increase in student achievement in the coming years.

The utilization of digital applications that can be used in teaching is already available. These applications are designed to facilitate learning for students and teachers. According to Moto (2019), learning media is a tool teachers use to convey messages to learners so that the message reaches the learners properly. With this media, the learning process becomes more accessible and more enjoyable. Technology-based learning media is especially useful because it facilitates the learning process regarding effectiveness and efficiency. Some media types include audio, visual, and audiovisual media.(Hamida & Zapilia, 2023)

Infographics can be used as a learning tool because they present information visually, which can help simplify concepts to make them easier to understand. Rizki Raihani (2021) explains that infographics are good and effective media used to convey educational material full of visuals with various photographic and hand illustrations that are more attractive to observers or students. In addition, Anggun Prihatin (2022) also explained that infographics can be used to convey subject matter information that is quite extensive and poorly understood by students. Students will be less interested in learning if it is packaged in writing alone without illustrations or data visualization.

Teachers are important in choosing appropriate learning models to achieve learning objectives and follow the curriculum. One appropriate model is student-centered learning, which involves real-world problems. Problem-based learning materials can be combined with infographics (such as Canva) to train students to think logically based on facts and encourage their active role in learning. Research conducted by Azizah, E. N. N., & Suryaningsih, Y. (2023) with the title "Use of Problem-Based Infographic Media (Canva) in Biology Learning" is in line with the information provided. The study revealed that problem-based infographic learning media using the Canva application can be applied to biology learning in high school (Bumbungan et al., 2024). This can motivate students to learn biology because of the exciting data visualization by utilizing technology in the form of Canva applications and problem-based learning approaches.

Therefore, the digitization process in learning Indonesian Language and Literature must be designed by considering the needs of students, the skills to be developed, the abilities of students, and the availability of facilities and infrastructure at school. This is important so that the learning digitization process can run effectively and according to student needs.

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Literature Review

Sholeh & Purworejo (2020) state that infographics are a form or visual representation of information or data that combines a design so that the data or information looks more attractive. In line with this, Tanjung & Faiza (2019) explained that a tool is needed to create an infographic media that can create a complex shape or design with information or data in the design. In the current era, there is an application that can make it easier for anyone to create infographics, namely the Canva application. The Canva application provides features that allow users to create infographic designs easily. (Erni et al., 2024)

Canva is an online-based application that provides a variety of templates and attractive design features. By using Canva, teachers can teach students science, creativity, and skills. This application can be utilized in various aspects of life because it provides a fun learning experience, especially when presenting procedure text material. If the procedure text material is presented as a good infographic in Canva, it can help students and readers understand the information. (Miranda & Enciso, 2023)

This is in line with several relevant studies, including research conducted by Saraswati, R., & Setiastuti, C. M. (2023) entitled Utilization of Canva Application as a Learning Media for Biography Text for Class X SMA N 5 Surakarta, explained that Canva as a versatile graphic design tool can help increase students' interest in learning through its various potential uses in teaching biography text. Canva can create interesting biography infographics, visual presentations, illustrations, images, posters, and brochures. In teaching biography text, using Canva allows students to combine writing skills with attractive visual design. This makes learning more interactive, creative, and fun for students. The utilization of Canva can also develop students' graphic design skills. (Amelia et al., 2024)

Then, the research conducted by Nadia N. Mala et al. (2023) entitled The Use of Digital Infographic Media Based on Canva Application as an Improver of Student Learning Outcomes in Learning Anecdotal Text, which explained that there was an increase in learning outcomes in students of class XI IPA 1 MA Hasyim Asy'ari Bangsri Sukodono. The research conducted using the class action research method concluded that infographic media can be utilized as learning media to help students improve learning outcomes of anecdote text.

Research Method

This study uses quantitative descriptive research methods. Sugiyono (2015) said that descriptive quantitative research explains the research variables simply and the data in the form of numbers that have been previously analyzed. The method used in this research is descriptive quantitative because it involves data in the form of numbers that will be explained descriptively. The numerical data will be discussed in detail by describing the research variables. The instruments used were pre-test and post-test questions, each comprising 20 items on procedure text material. The research subjects were 25 seventh-grade students. The data to be studied is the improvement of learning outcomes of VII grade junior high school students on procedural text learning material. The KKM used is 75. Then, the completeness criteria set

are that students are declared complete if they score ≥ 75 . Classical completeness must reach 75% of all students. So, to be considered complete, students must get a minimum score of 75, and classically, at least 75% of all students must reach the completeness value criteria.

Result and Discussion

The formula used to find the class average in this study is:

$$X_d = \frac{\sum x}{\sum n}$$

Description: X_d : Average value,

$\sum$: The sum of all values,

$\sum n$: Number of students who took the test.

Meanwhile, to measure classical completeness using the following formula:

Table 1. Student Pre-Test Score

Students Number	Value	Completeness
1	78	Completed
2	75	Completed
3	65	Not Completed
4	65	Not Completed
5	67	Not Completed
6	56	Not Completed
7	54	Not Completed
8	60	Not Completed
9	75	Completed
10	55	Not Completed
11	75	Completed
12	76	Completed
13	57	Not Completed
14	77	Completed
15	55	Not Completed
16	75	Completed
17	60	Not Completed
18	63	Not Completed
19	55	Not Completed
20	58	Not Completed
21	78	Completed
22	77	Completed
23	54	Not Completed
24	77	Completed
25	76	Completed

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Average	66,5
Classical Completeness	44%

Table 1 shows students' initial learning outcomes on procedure text material. Overall, the students' average score was only 66.5, with classical completeness of only 44%, which means it is classified as incomplete. Only 11 students completed the data, while the other 14 did not. This condition shows that students' learning outcomes are still low, so there is a need for improvement in the learning system. To improve the learning outcomes of students' procedure texts, the use of Canva infographic media will be tested in this study.

After learning procedure text using Canva infographic design, students are provided with easily accessible teaching material links to help them understand the material. The teaching materials must be attractively designed, combining text, images, videos, and quiz links at the end of the procedure text material. This design is, of course, adjusted to the learning outcomes and objectives set. Furthermore, students are directed by the teacher to integrate information in the form of procedural steps using Canva infographics.

After learning, a post-test was conducted with 20 questions, with the results in Table 2.

Table 2: Student Post-Test Scores

Students Number	Value	Completeness
1	79	Completed
2	78	Completed
3	76	Completed
4	77	Completed
5	78	Completed
6	77	Completed
7	79	Completed
8	63	Not Completed
9	77	Completed
10	57	Not Completed
11	75	Completed
12	77	Completed
13	76	Completed
14	80	Completed
15	64	Not Completed
16	78	Completed
17	77	Completed
18	69	Not Completed
19	76	Completed
20	77	Completed
21	80	Completed
22	81	Completed
23	68	Not Completed

24	81	Completed
25	79	Completed
Average	75,1	
Classical Completeness	80%	

Based on Table 2, there was a significant increase in learning outcomes in solving procedure text questions. The students' average scores increased from 66.5 in the pre-test to 75.1. In addition, classical completeness also increased from 44% in the pre-test to 80%. The number of completed students increased to 20, while the other 5 were still incomplete. This increase shows that infographic learning media is good enough to be used because it can help students learn procedure text.

Conclusion

At the initial stage (pre-test), student learning outcomes were still low, but learning went smoothly, with student learning outcomes getting an average of 66.5, with classical completeness reaching 44%. Some weaknesses were improved in the next stage. The next stage was to integrate information using infographic canva. The success indicator was declared complete at this stage because the research ran smoothly after the previous improvement. At this stage, the average learning outcome increased to 75.1 with 80% classical completeness, meeting the minimum classical completeness criteria of 75%. From the increase in learning outcomes, it can be concluded that using infographic learning media made using canva can improve student learning outcomes.

The results of this study are expected to encourage other schools to use more innovative digital learning media to achieve the expected learning outcomes. This research is expected to add insight for teachers and other schools so that they can implement more enjoyable learning for students.

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